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THE DEVELOPMENT OF HISTORICAL STUDY IN THE SECONDARY SCHOOLS OF THE UNITED STATES—*Concluded*

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III. HISTORY IN THE SECONDARY SCHOOLS OF THE UNITED STATES

The types of early secondary schools.—The grammar schools in the height of their development fell within the colonial period. The school which then rose to great popularity was the academy. We have seen the plans for the Philadelphia Academy, and the mention of a few others, but following the Revolution academies were incorporated and endowed in large numbers in all the states and were recognized as the secondary schools. The aim of the academy contrasted with that of the grammar school shows the difference between the schools—a broad, liberal education versus a preparation for the university.

In a later period the free public high school was organized. This system of secondary education finally triumphed over the academy about the middle of the nineteenth century.

Academies and grammar schools in which history was a subject.—The Boston Public Latin School, which was founded in 1635, is the best-known survivor of the old New England grammar school. We are fortunate in having a history of this interesting school in which the curriculum receives some attention. By reference to Barnard's *American Journal of Education* and Inglis' *Rise of the High School in Massachusetts*, the development of history study for a century can be shown. The earliest date found for history is 1784 when William King's *Historical Account of Heathen Gods and Heroes* was used.¹ Under Mr. Gould's mastership (1814-24) the curriculum was increased in 1819, and Valpy's *Chronology of Ancient and English History* came in the second year.² During

¹ Barnard, *American Journal of Education*, IV, 333.

² Henry F. Jenks, *Catalogue and Historical Sketch of the Boston Public Latin School*, p. 61.

the last two years Wytttenbach's *Greek Historians* was used.¹ Adams' *Roman Antiquities* was another book in use at this time.² In 1821 Tokke's *Pantheon of Heathen Gods* seems to have supplanted King's work.³ In 1823 Wytttenbach's *Greek Historians* was the only historical work included in the curriculum. This seems strange because there had been a steady development in the teaching of history. This condition is better explained by the meagerness of the report rather than by actual conditions.

In 1784 Joseph Miller, A.B., of the University of Philadelphia, taught geography and history in Washington Academy, Maryland.⁴ York Academy, in Pennsylvania, 1787, a school of high grade, from the first had history in its curriculum.⁵ The plan of study for Union Academy, Pennsylvania, in 1794, also contained elements of history.⁶ Trenton Academy, New Jersey, in 1789 gave certificates to such scholars as had studied the English language and had gained a "competent knowledge of at least two of the following branches, viz., extraction of the roots, algebra, mathematics, geography, chronology, history . . . ,” etc.⁷ The Episcopal Academy, Connecticut, 1795, offered history.⁸

In Phillips Exeter Academy, the certificate given to Lewis Gass, October 2, 1799, stated that he had acquired the principles of the English, French, Latin, and Greek languages, and had made valuable progress in the study of rhetoric, history, natural and moral philosophy, logic, astronomy, and natural law.⁹ In 1818 the course of study in the classical department contained Roman history in the second year, elements of ancient history and Adams' *Roman Antiquities* in the advanced class.¹⁰ For the English department, the second year had elements of ancient history, and the third, elements of modern history, particularly that of the United States.¹¹ The year 1818 is early for many detailed courses in history, although the emphasis was still on classical history.

¹ Henry F. Jenks, *op. cit.*, p. 63.

² *Ibid.*, p. 64.

³ E. L. Pierce, *Memoir of Charles Sumner*, XIX, 37.

⁴ Bernard C. Steiner, *History of Education in Maryland*, p. 40.

⁵ J. P. Wickersham, *History of Education in Pennsylvania*, p. 92.

⁶ *Ibid.*, p. 480.

⁷ David Murray, *History of Education in New Jersey*, p. 125.

⁸ B. C. Steiner, *History of Education in Connecticut*, p. 56.

⁹ George C. Bush, *History of Education in New Hampshire*, p. 108.

¹⁰ E. E. Brown, *The Making of Our Middle Schools*, p. 237.

¹¹ *Ibid.*, p. 238.

In North Carolina the Caldwell School, established by Dr. David Caldwell in Guilford County, 1799-1867, served for many years as an academy, a college, and a theological seminary.¹ The statement was made that the opportunities for instruction were limited in this school, and that the students had no books on history or miscellaneous literature.² This probably was because Guilford County was not near a port town.

The Moravians who settled in North Carolina had rather an unusually full curriculum for their schools. An account of the Moravians written about 1800 contains the following: "The male children of the inhabitants of the town and of other members of the congregations living in the neighborhood receive from their sixth to fourteenth year instruction in reading, writing, German, English, ciphering, history, geography, and some of them in the rudiments of the Latin language, drawing, and music."³

Moses Waddel, of South Carolina, established a school at Willington in 1804. In this "Sylvan Retreat" was taught antiquities of Greece and Rome, history and geography of the ancients.⁴

In the Washington County Grammar School of Vermont the following by-laws, "believed to be representative of their kind," were adopted July 20, 1817: "Instruction shall be afforded in reading, writing, English grammar, arithmetic, geography, Latin and Greek, geometry, trigonometry, surveying, composition, elocution, and history."⁵ The statement was also made that most secondary schools were operated upon the same basis.⁶ This same school in 1829 issued honorary certificates upon the basis of examination in certain studies, among which were Vermont history, United States history, and general history.⁷

In 1818 three schools were found in which history was a study. Dr. Thomas Hun, who attended Albany Academy at this time, used Adams' *Antiquities*.⁸ The young ladies of the senior class of the Manhattan School, New York, were examined on Saturday, August 1, 1818, in English grammar, analysis of language, rhetoric,

¹ C. L. Smith, *History of Education in North Carolina*, p. 27.

² *Ibid.*, p. 30.

³ *Ibid.*, p. 47.

⁴ Colyer Meriwether, *History of Education in South Carolina*, p. 47.

⁵ George C. Bush, *History of Education in Vermont*, pp. 76-77. ⁶ *Ibid.*, p. 78.

⁷ *Ibid.*, p. 78.

⁸ Murray, *History of Education in New Jersey*.

composition, reading, arithmetic, ancient and modern history, chronology, ancient and modern geography, etc.¹ Announcement was also made in the *Academician* of the young ladies of Fayetteville, North Carolina, "who manifested accurate knowledge in some of the important branches of education, viz., English grammar, Geography, History, and Astronomy."²

In 1819, Mr. Emerson's Female Seminary at Wethersfield, Connecticut, was using Whelpey's *Compend of General History*.³ In 1826 this school devoted twenty-five weeks to geography and chronology and forty weeks to the "Civil Ecclesiastical History of our Country not contained in the Bible."⁴ In explanation of the time devoted to geography and chronology, the oft-repeated phrase of Locke's, that geography and chronology are the eyes of history, is used.⁵ The explanation continued: "How many, also, have attempted their way through the historic fields without these lights! How dark and bewildering has been their course! The study of history then should be preceded by that of geography, and either preceded or accompanied by that of chronology."⁶

Pittsfield Academy, Massachusetts, in 1822, gave a course of study in history.⁷

Mr. George B. Emerson, who had charge of the English Classical School in its beginning (1821), opened a Young Ladies' School in Boston in 1823 in which he taught history.⁸

Leicester Academy, in 1824, used Whelpey's *Compend of History*.⁹

Derby Academy, Hingham, Massachusetts, in 1826 was using books by Tytler, Adams, and Worcester.¹⁰ The annual report of

¹ *The Academician*, Vol. I, New York, Saturday, August 15, 1818, No. 9, p. 144.

² *Ibid.*, Vol. I, August 29, 1818, No. 10. p. 176.

³ In an advertisement in S. R. Hall's *Lectures on School Keeping*, 1829, Rev. Mr. Emerson is said to have stated in the prospectus of his Female Seminary that he had been using Whelpey's *Compend of General History* for ten years.

⁴ *American Journal of Education*, I (1826), 540.

⁵ *Ibid.*, p. 542.

⁶ *Ibid.*, p. 540.

⁷ A. J. Inglis, *The Rise of the High School in Massachusetts*, p. 138.

⁸ H. F. Barnard, *American Journal of Education*, XXVIII, 269.

⁹ Inglis, *op. cit.*, p. 138.

¹⁰ *American Journal of Education*, I (1826), 433.

the Elizabeth Female Academy of the same year included history, chronology, and constitution and government of the United States in its course of education.¹

No general conclusion can be reached concerning this early period, 1776-1820, because of the meagerness of the data which can be obtained, and because of the vagueness of the term history. But history, especially in its classical phase, had a place in the curricula of some well-known secondary schools.

History in the New York academies from 1836.—The next period of academical education which will be taken up shows history as an important study in the curriculum. While no data are obtainable before 1836, such a development would not have come at once, and therefore it is safe to conclude that history had a place in the curricula of the New York academies before 1836, although official recognition was not given until that year, as will be shown.

The academies of New York were supervised by the Board of Regents of the University of New York, a remarkable and unique body in American school organization, which was authorized by the state law in 1784.² The academies were required to report every year, and the records are more complete for the academies in this state than in any other.

The leading requisites of academic reports were prescribed by law of the state. The ordinance of 1828 defined secondary subjects, but history was not included.³ The ordinance of 1836 included all kinds of history, the constitutions of the United States and New York, and Grecian and Roman antiquities.⁴

In a table prepared for the years 1804, 1805, 1806, and 1807, the subjects reported by the academies do not contain history.⁵ Yet the group reported as "Moral Philosophy, etc.," may have

¹ *Ibid.*, II, 634.

² Laws of the State of New York. Published by the Secretary of State, 1885, by Weede, Parsons & Co., Albany, 1886, Vol. I, pp. 686-90.

³ Instructions from the regents of the University to the several academies subject to their visitation. Prescribing the requisites and forms of academic reports, etc., 1836, pp. 5-7.

⁴ *Ibid.*, p. 15.

⁵ Franklin B. Hough, *Historical and Statistical Record of the University of the State of New York, during the Century 1784-1884*, p. 421.

included history, as in all the later regents' reports history is classified under moral, intellectual, and political science.¹

From Tables I and II, it may be seen that general history and the history of the United States were courses which were given in the greatest number of academies. In the first part of the period general history ranked highest, but toward the latter part history of the United States took this place. Local history was taught in a few schools for a short term but was gradually dropped. The same is true for ecclesiastical history, chronology, and biblical antiquities. Roman antiquities was taught in a greater number of schools than Greek antiquities, owing to the predominance of the Latin language over the Greek. Probably these courses in antiquities embraced Roman and Greek history. This would explain the change between the years 1874 and 1883. Mythology sprang into a strong position during this period, 1854-75, but disappeared in 1883. History of literature had a similar popularity. Constitutional study had a steady position up to 1875. In 1883 it did not appear in the list of studies. In 1882 English history was taught in ninety-five schools. The main tendency shown by these two tables seems to be a breaking away from the classical supplemented side of history and a development of the historical study of nations. This indicates that history became recognized for its own value as a study.

The following tables show the courses of history given in the academies of New York, and the number of academies giving them in the years 1836-46, 1854-55, 1865-66, 1874-75, and 1882-83.

History in the first high schools.—Massachusetts' high school as a type: The high-school movement was begun in 1821 by the establishing of the English Classical High School.² This represented reaction against the exclusively classical education of the Boston Public Latin School.³ The aim of the early high school did not differ from that of the academy, but the high school was part of the public-school system and was free. The curriculum

¹ Franklin B. Hough, *op. cit.*

² Inglis, *The Rise of the High School in Massachusetts*, p. 35.

³ Charles Hugh Johnston, *High School Education*, p. 64.

was made of the studies of the Latin grammar school and the academy.¹

Massachusetts was the first state to establish public high schools, and the movement spread slowly to other states. The High School Society in New York established a high school in 1826,

TABLE I*
PERIOD 1836-46

Courses	Number of Academies									
	1836 -37	1837 -38	1838 -39	1839 -40	1840 -41	1841 -42	1842 -43	1843 -44	1844 -45	1845 -46
General history	81	75	118	132	141	110	121	104	108	106
History of the United States	64	54	114	92	110	101	102	104	88	93
History of New York	3	2	2	1	2	1				
History of Greece										
History of Rome										
History of England						10	10	17	7	7
History of France						2				
Ecclesiastical history					4	6	7	6	3	2
Chronology			1	1	1	1	3			
Mythology				1	1			3		
Grecian antiquities	4	5	6	8	8	5	6	5	6	9
Roman antiquities	12	10	15	16	17	18	14	13	12	14
Biblical antiquities						3	2		1	2
Constitution of United States	11	12	24	22	25	18	17			
Constitution of New York	3	5	11	10	6	8	8			
Laws (Constitution and Government)								39	39	47
History of Literature										

* This table was compiled from the *Annual Reports of the Regents of the University of the State of New York*; L, 70-71; LI, 66-72; LIII, 72; LIV, 78-82; LV, 91-98; LVI, 106-13; LVII, 110-18; LVIII, 118-27; LIX, 118-28.

but the movement died out in 1831.² The Central High School in Philadelphia was opened in 1838.³ The movement gained strength slowly but steadily until in 1851 eighty cities had such schools.⁴ In 1852 sixty-four were reported in Massachusetts, and in 1856 Ohio claimed ninety-seven.⁵ Not only was the institution itself

¹ Inglis, *op. cit.*, 52-53, 60.

² John E. Brown, *The American High School*, p. 28.

³ E. E. Brown, *The Making of Our Middle Schools*, p. 311.

⁴ *Ibid.*, p. 313.

⁵ *Ibid.*

bequeathed by Massachusetts, but also the subject-matter to be studied.¹

The course of study for the high school included history. Considerations respecting the character and advantages of a school for the highest grade in a system of public instruction in cities and

TABLE II*

YEARS 1854-55, 1865-66, 1874-75, 1882-83

Courses	Number of Academies			
	1854-55	1865-66	1874-75	1882-83
General history	132	105	123	120
History of United States . . .	136	164	149	295
History of New York				
History of Greece				74
History of Rome				51
History of England				95
History of France				
Ecclesiastical history				
Chronology				
Mythology	50	66	46	
Grecian antiquities	42	41	38	
Roman antiquities	61	65	63	
Biblical antiquities				
Constitution of the United States				
Constitution of New York . . .				
Laws (Constitution and Government)	33	58	70	
History of literature		32	79	

* This table was compiled from the *Annual Reports of the Regents*, LXIX, 297-305; LXXX, 535-39; LXXXIX, 441-50; and Franklin B. Hough, *op. cit.*, pp. 507-11.

large villages, which were presented to the public in 1838, said that the course of instruction should embrace "the history of our own state and nation, the principles of our state and national constitutions."²

In an address given on the Norwich Free Academy in the early fifties ancient history was stated to be one of the studies of the high school.³

In Massachusetts, the early curricula all show history. In the plans of the English High School in 1820 the second class was to

¹ Inglis, *op. cit.*, p. 156.

² Barnard, *American Journal of Education*, III, 185-86.

³ *Ibid.*, II, 684.

have ancient and modern history and chronology.¹ In the third class, history, particularly that of the United States, was continued.² The program for 1823-24 shows a shifting of the courses. In the lowest class (third) *General History* by Tytler and *History of the United States* by Grimshaw were to be used.³ The same history was continued in the second class, and chronology was placed in the first class.⁴ In 1827 there came a change of textbooks, Goodrich's *History of the United States* replacing Grimshaw's and substituting the Constitution of the United States for *Elements of Arts and Sciences* by Blair.⁵ In 1833 chronology was dropped.⁶ From 1836 to 1852 the program contained general history, history of the United States (Worcester's), and the Constitution of the United States.⁷ In 1852 history of the United States was made a requirement for admission.⁸ In 1867 the program had only Worcester's *General History* and the Constitution of the United States.⁹

In the course of study for the High School for Girls in 1826, history of the United States came in the first year, general history and the history of England in the second year, and the histories of Greece and Rome in the third year.¹⁰

By the law of 1827, the history of the United States was required in high schools in towns of five hundred families and over.¹¹ This continued in force until 1857, when it was put down in the studies of the elementary school.¹²

By the same law general history was required in the high schools of towns of four thousand inhabitants and over.¹³ After 1898 this became permissive.¹⁴

It is interesting to note that legislation followed after history had obtained a place in the curriculum. Even putting United States history into the elementary school came five years after the English High School required it for admission.

¹ *Ibid.*, XIX, 484.

² *Ibid.*

³ *Ibid.*, p. 485.

⁴ Barnard, *American Journal of Education*, II, 684.

⁵ *Ibid.*, XIX, 485.

⁶ *Ibid.*

⁹ *Ibid.*

¹² *Ibid.*

⁷ *Ibid.*

¹⁰ Inglis, *op. cit.*, p. 138.

¹³ *Ibid.*, pp. 138-39.

⁸ *Ibid.*

¹¹ *Ibid.*

¹⁴ *Ibid.*, p. 74.

As interest grew in the subject, the histories of special countries or special periods were introduced into the curriculum.¹

Table III shows the beginnings of history in Massachusetts high schools.²

TABLE III

Subject	First Appearance in Curriculum of a High School	Number Showing Subject in High Schools by 1860-61
Ancient history.....	1821	23
Modern history.....	1821	16
United States history.....	1821	39
General history.....	1823	50
Mediaeval history.....	1855	4
English history.....	1814 (in Boston Public Latin School)	13

The course of study for the year 1867 in some of the leading high schools of the various states shows the condition of history at that time.

Connecticut included in its course of study in the high schools modern, ancient (optional), and American history, and the constitutions of the United States and Connecticut.³

In Cincinnati, Ohio, the course of study in high schools, adopted in 1867, included outlines of history in the first year, and in the second and third year history, not specifying what kind.⁴

In St. Louis, the general course had ancient history, history of the Roman Empire, history of the Middle Ages, and history of modern Europe.⁵ The classical course added the Constitution of the United States.⁶

The Female High School of Louisville, Kentucky, gave a general history and lectures on topics connected with history.⁷ The Male High School had governmental instructions and elements of the laws, and history of Greece and Rome.⁸

¹ Inglis, *op. cit.*, p. 139.

² *Ibid.*, p. 82.

³ Barnard, *American Journal of Education*, XIX, 506.

⁴ *Ibid.*, p. 532.

⁶ *Ibid.*

⁵ *Ibid.*, pp. 535-36.

⁷ *Ibid.*, p. 542.

⁸ *Ibid.*, p. 550.

In Philadelphia, the High School for Girls gave English history and ancient and modern history.¹ The Central High School for Boys reported no history.²

In Chicago, universal history and the Constitution of the United States were given.³

These courses parallel one another closely, showing that the same conditions in history study existed generally.

Thus from the beginning history held an assured place in the curriculum of the high school, not only in connection with the study of the classics, but as a definite study. Generally history and the history of the United States were the courses given in the greatest number of high schools. This was also true of history in the academies.

The reformation of history teaching in the secondary schools.—The curriculum of the secondary schools has been formed by many influences. The aim of the academy and high school was to give a broad, liberal, and practical education to the children of the middle class. Therefore the curriculum had to be filled with studies which would appeal to many. In this way a heterogeneous curriculum was accumulated.

History under these conditions was neglected, and it is within the past two decades that serious attention has been given to the planning of adequate courses in history.⁴ A letter from the Commissioner of Education to the Secretary of the Interior in 1887 makes this condition clear:⁵

In December, 1885, a circular letter was issued from this office inquiring into the present condition of historical studies, not only in colleges and universities, but also in high schools, normal schools, institutes, academies, etc. The returns, while extensive, were on the whole unsatisfactory. In a few instances there were encouraging signs of good work in both higher and secondary training, but the general results indicated a serious absence of proper historical instruction in all grades of American education. . . . The question of secondary education in history demands special treatment and a study of the best methods now in use in the German gymnasias, the French lycée, and the English public schools.

¹ *Ibid.*, p. 549.

² *Ibid.*

³ *Ibid.*

⁴ Henry A. Bourne, *The Teaching of History and Civics in the Elementary and Secondary Schools*, 1905, p. 56.

⁵ Herbert B. Adams, *The Study of History in American Colleges and Universities*, 1887, p. 9.

The campaign was begun by the National Education Association in 1892 by the appointment of a committee of ten made up of eminent educators to consider the problem of education in the secondary schools.¹ The campaign was along two lines; first, the place history should have in the curriculum, the sequence of course, and the method; second, the adjustment of college-entrance requirements in history to the secondary courses.²

While the work of the Committee of Ten did not revolutionize history teaching, yet the discussion it aroused led to a "definite impetus" being given to the study, and has been a great influence.³

The American Historical Association carried on the work, and appointed in December, 1896, a committee of seven. This committee worked especially on the subject of history, and its task was to "discover the actual situation, to see what was being done, and what was the prevailing sentiment, then to seek to give expression in a report that would be helpful and suggestive, and that would be of service in widening the field."⁴

This committee began by sending a carefully prepared list of questions to three hundred secondary schools which would reflect the conditions in the whole country. Out of this number two hundred and ten answered sufficiently well to show the actual conditions.⁵

The returns showed that there was much diversity in the amount of the history offered, the fields studied, and the order in which they were taken up; but there was one marked approach to uniformity. The old note system was being gradually dropped, owing to the influence of the Committee of Ten.⁶

The other conditions which the returns showed were that English and American history were being taught in more than one-half the schools, general history in almost exactly half, Greek and Roman in about one-half, and European history in about one-

¹ E. E. Brown, *op. cit.*, 381.

² H. A. Bourne, *Teaching of History and Civics*, p. 60.

³ C. H. Johnston, *High School Education*, 1912, p. 292.

⁴ E. E. Brown, *op. cit.*, p. 384.

⁵ Report of the Committee of Seven, p. 4.

⁶ *Ibid.*, p. 7.

third, mediaeval, modern, and French history being about equally common. In a very few schools, the history of the state was a subject.¹ Regarding general history, which in most cases was a general survey based on one textbook, with little or no collateral reading or illustrative work, the Middle states gave the greatest number of courses while in New England the sentiment was against such a course.²

Four systems of order were followed: about one-third followed chronological method, taking up in succession ancient history, general history, and modern history, usually English or American or both; one-seventh began with the survey of the whole field, then more detailed study of the ancient, then the modern; one-fifth began with American, sometimes English, then general, and then ancient, this being convenient for college examinations; more than one-fourth began with American, followed with ancient, and ended with general.³

Very few schools required much collateral reading, and the use of sources did not have much hold, although written work was well established.⁴ One recommendation from the committees was that there should be continuity of historical study. To achieve this four fields were blocked off: (1) ancient history, which should embrace the early nations, Greek, Roman, and the early Middle Ages; (2) mediaeval and modern European history up to the present time; (3) English, and (4) American and civil government.⁵

No short courses in general history were recommended because no method could be used, which would be either sound or reasonable.⁶

Another important recommendation was for entrance requirements. The classical course offered one unit of the four fields, preferably ancient history, the Latin course the same, the scientific two units, and the English three.⁷

This report has been the great influence in shaping history teaching.⁸ Other associations for the advancement of history

¹ *Ibid.*, p. 139.

² *Ibid.*, pp. 140-41.

³ *Ibid.*, p. 128.

⁴ *Ibid.*, p. 140.

⁵ *Ibid.*, p. 145.

⁶ *Ibid.*, pp. 44-45.

⁷ C. H. Johnston, *High School Education*, p. 292.

⁸ The New England Teachers' Association, Association of Teachers of Histories of the Middle States and Maryland, and the North Central History Teachers' Association.

teaching have been formed and are carrying on the work.¹ There have come to be three recognized methods of teaching history: (1) the sources; (2) the topical; (3) the use of a narrative textbook supplemented by assigned readings in both source and secondary material.² A great change has come in the textbooks of history. Instead of the dry, lifeless political arrangement, the social life of the people, the customs, the economic and industrial side have come to hold just as important a place. This is called the humanizing of the textbook.³

From all this advancement and awakening history teaching, while not perfected, has a hopeful outlook. History now holds a position of importance in the curriculum.⁴ Its value as a study is being appreciated, not only from a knowledge standpoint, but from the cultivation of a mental attitude which gives the student the power of critical observation and judgment.⁵

The cause which lies back of this movement is found in the life of the nation.

America has become a world power. The immigration of many foreigners has helped to make the history of the world national to the American people. The advent, also, of a foreign population has served to make the teaching of American history necessary for the incorporation of these peoples into the traditions and principles of American life. The great anti-slavery struggle and the Civil War helped to make history vital to the thoughts of men.⁶

VI. GENERAL SUMMARY

From data presented in the preceding pages, the following conclusions have been reached:

History became a secondary subject from three causes in the latter part of the sixteenth and the beginning of the seventeenth centuries: first, there were noted headmasters of English secondary schools who were historians; secondly, there were a few textbooks written for use in the secondary schools; and thirdly, larger histories were epitomized.

¹ C. H. Johnston, *op. cit.*, pp. 295-96.

² Charles F. Thwing, *A History of Education in the United States since the Civil War*, 1910, pp. 166-67.

³ *Ibid.*, pp. 86-87.

⁵ *Ibid.*, p. 87.

⁴ *Ibid.*

⁶ *Ibid.*, p. 65.

The condition of history in the early schools of England which the first American settlers attended was poor. Educational writers were realizing this, and were advocating the study of it. The early textbooks were hodgepodes of historical information and facts, and the general method as indicated by them was question and answer.

In colonial times, a small number of schools, and these were among the private schools, offered a variety of historical courses. Benjamin Franklin stands out pre-eminently because of his educational writings, in which he advocates historical study.

In the Boston Public Latin School, history from 1784 to 1862 was of a classical nature. Throughout the century most of the courses in history were of some form of ancient history. In 1870 a chronological sequence of history was obtained. In 1883 the study of history was of Greece and Rome with collateral reading of Plutarch's *Lives* and correlative work in English through reading the history of the United States and England.

In the other early schools from 1784 to 1830, no definite conclusions as to the nature of history can be drawn on account of the vague word, "history," being used in eleven courses. Antiquities, chronology, and ancient history come next with six, five, and three courses respectively. The other courses given were modern, general, ecclesiastical, Roman, elements, mythology, and United States. This shows variety but not definite order of history training. Grouping the histories pertaining to the classics, and not counting chronology, eleven courses were given. This is an indication of the supplementary place that history had in relation to the Greek and Latin languages.

In the New York academies of a later period, 1836-46, general and United States history held the highest rank with the antiquities, and Roman and Greek history came next. State recognition of history as a secondary subject did not come until 1830, when almost all academies were giving at least one course in history.

With the beginning of the high-school movement in 1821 history had an assured place in the curriculum. By the law of 1827 in Massachusetts, United States and general history were made

required subjects. This made their position only stronger. Ancient history, as in the academies, came next.

No chronological order of history courses was developed except in the cases of the Boston Public Latin School and St. Louis. St. Louis in 1867 had progressed from ancient history, history of the Roman Empire, history of the Middle Ages, to the history of modern Europe.

The reason why general history held such a high place was that it was supposed to make a background of general information in which to fit other historical knowledge as it touched the history of the United States. Its purpose was merely to give knowledge of our own country in respect to patriotism and good citizenship. The study of ancient history came through a desire to supplement the classics and from the college-entrance requirements.

The usual method was simply the application of memory to facts. Collateral reading and correlative work, except in the blind way ancient history was applied to Latin and Greek, did not come until the latter part of the nineteenth century.

The numerous textbooks which were prepared in the early twenties of the century are another proof that history had an established place in the curriculum of the secondary school.

In the eighties of the preceding century, dissatisfaction arose with the condition of historical study in our schools. This culminated in the appointing of two committees, the Committee of Ten and the Committee of Seven. Through their work, history has been recognized, so that now the teaching of history has been put on a scientific basis, and the outlook is bright.